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A committee of the National Council of Teachers of English undertook a survey to discern the state of the teaching of children's literature in universities and colleges. Questionnaires were sent to 573 individuals who teach children's literature. The responses yielded information about (1) departments in which courses in children's literature were offered, (2) individuals who taught and enrolled in the courses, (3) professional preparation and activities of instructors, (4) course content, and (5) materials and techniques in teaching children's literature. Recommendations include evaluating and improving the collections of books used for teaching children's literature, expanding the college collections of books, offering courses at the undergraduate level in all institutions preparing elementary teachers, and asking specialists in children's literature to contribute to the scholarly study in the field. (SW)

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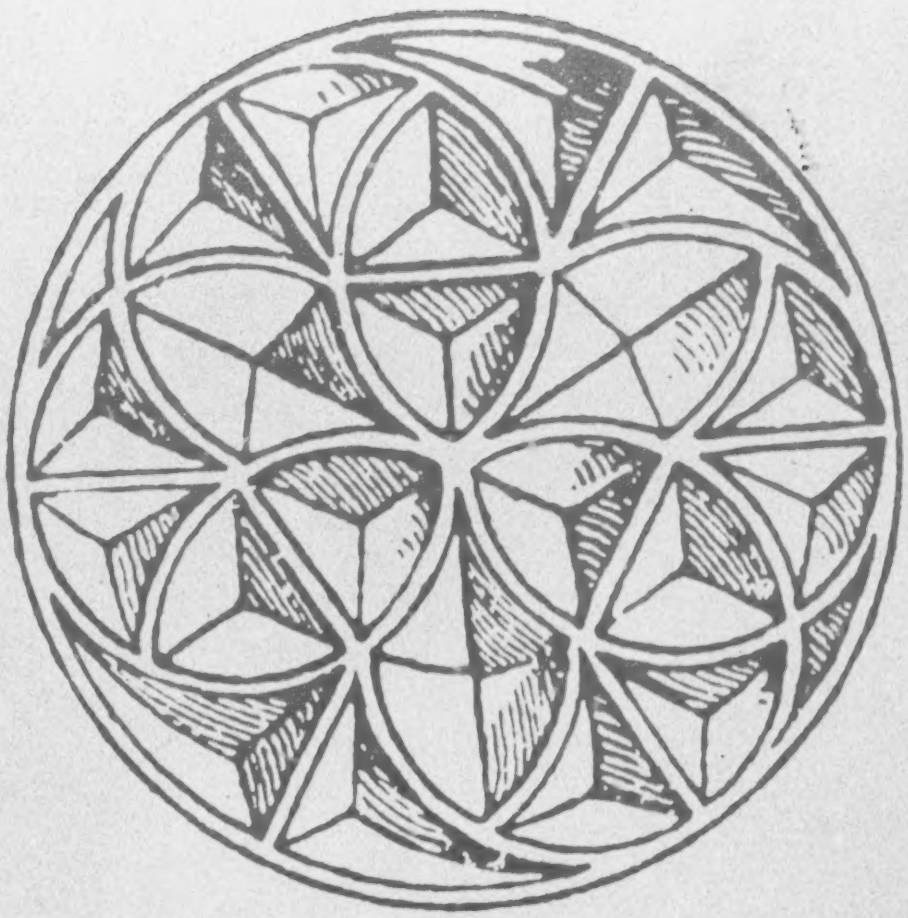

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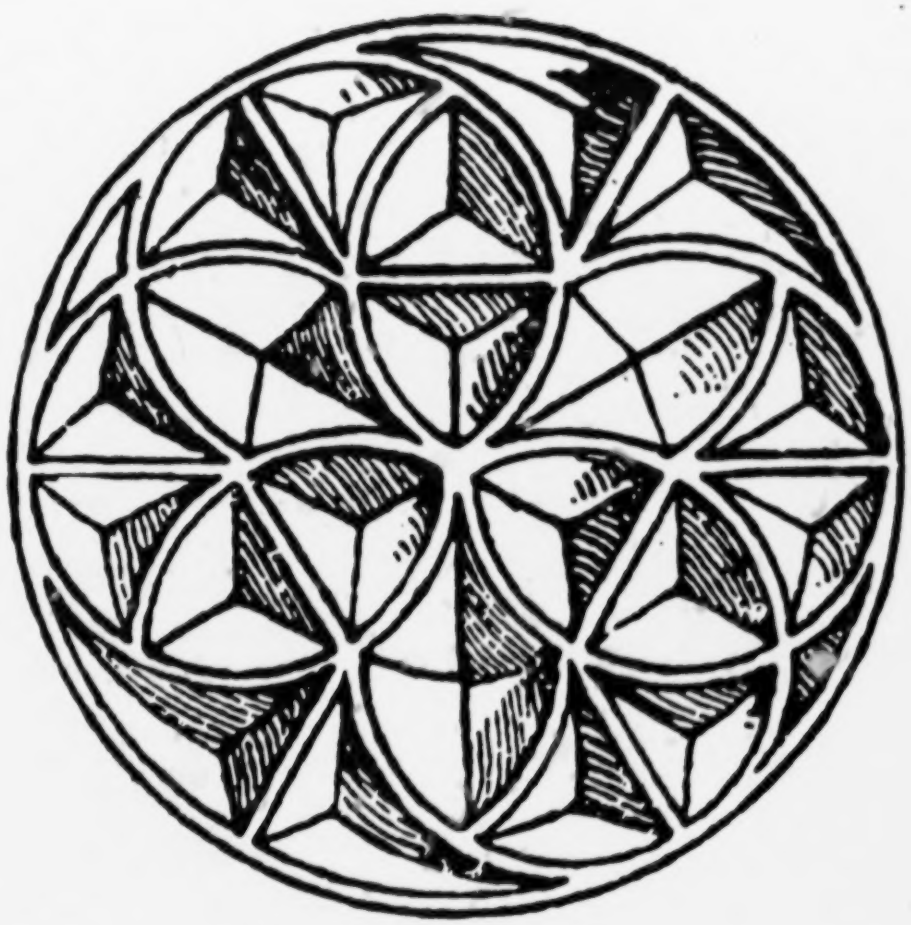
Teaching Children's Literature in Colleges and Universities

Elliott D. Landau, *University of Utah,* Editorial Chairman



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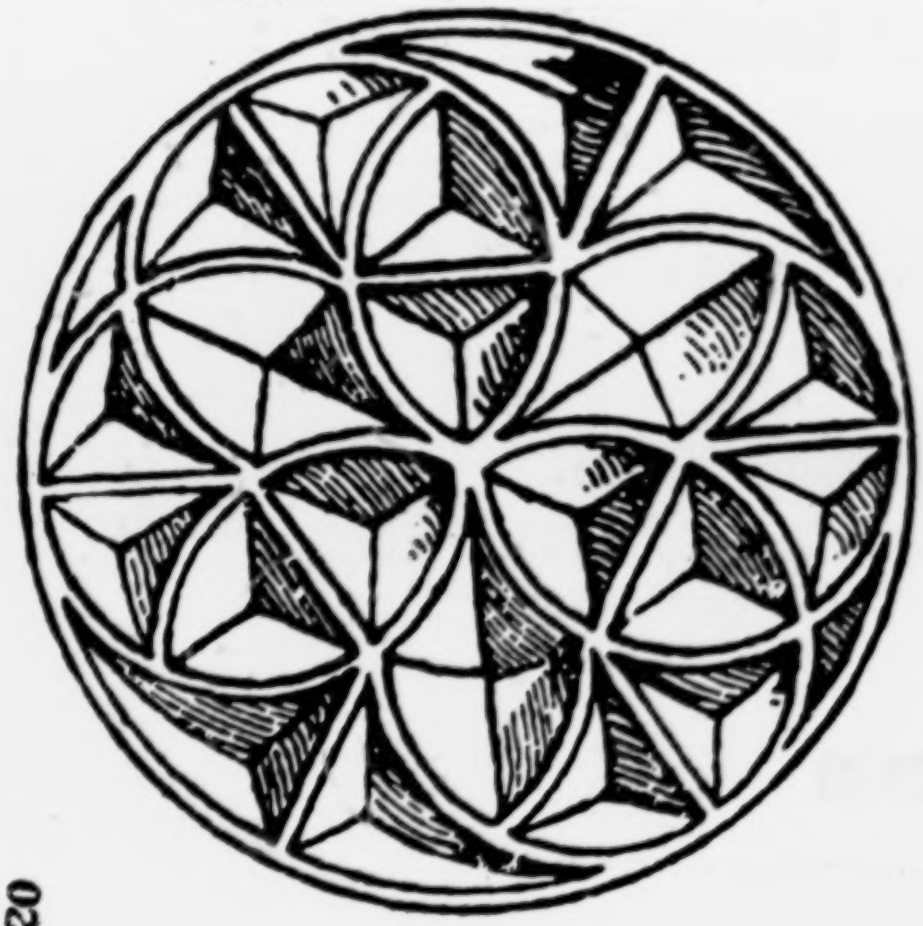

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Teaching Children's Literature in Colleges and Universities

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Preface

After nearly four years of labor, the only refrain which seems meaningful as an introduction to this report is "Fools step in where angels fear to tread."

S. I. Hayakawa notwithstanding—"Status survey$_1$ *is* Status survey$_2$ *is* Status survey$_3$ . . . , etc."—it is difficult to do something daring and innovative in this type of research. It is not work designed to gladden the hearts of researchers in creativity, but it is an attempt to light candles. To too many, the field of children's literature has been derogatorily referred to as "kidlit" or some such other approbation. The last ten years have surely been a golden age of literature for children, and the courses in children's literature have kept pace with the expansion of the trade book field. Many questions have been raised, and this report raises others.[1] It has carefully surveyed more than 573 people who teach children's literature and has presented this data with little comment about issues, implications, or extrapolations. It has done this purposely so that the data may stand quite alone subject to interpretation and comment by all interested persons.

Our charge was to discern the state of the teaching of children's literature in universities and colleges. This we have done. Less may have been attempted; more may have been discovered. The limitations of intellect, resources, and propriety placed restrictions upon us at times. We don't know everything we might about this subject. It is even possible that we know more than we need to.

As chairman of the committee, I owe to Norine Odland, associate chairman, a debt of gratitude for her industry, intelligence, and compilation of the data into report form. To those members of the committee who participated fully, my thanks. To Eldonna Evertts of the National Council of Teachers of English, all in the profession owe gratefulness for her zeal and diligence.

Elliott D. Landau, Chairman
Committee to Study the Teaching
of Children's Literature in
Colleges and Universities

University of Utah, 1968

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[1] The questions the report raises are inherent in the data.

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Introduction to Report of Survey

THE PURPOSE OF THE Committee on Teaching Children's Literature in Colleges and Universities was "To study and report on the teaching of children's literature in colleges and universities and to make recommendations concerning possible actions by the Council to strengthen the teaching of children's literature." As a part of that responsibility, the committee constructed a questionnaire in order to survey the current status of the teaching of children's literature in colleges and universities.

The survey questionnaire was organized to provide information concerning four aspects of the teaching of children's literature.[1] First, questions were asked which related to the institution in which the teaching was being done. The second group of questions related to the preparation and experience of the individual teaching children's literature. The other groups of questions were written to provide information concerning course content and methods and materials in teaching children's literature.

An effort was made to obtain a representative sampling by sending a preliminary questionnaire to every institution of higher education in the United States to ascertain those institutions offering a course in children's literature, the department or departments in which it was taught, and the names of the persons teaching children's literature. The mailing list for the survey questionnaire was based on the responses to the preliminary questionnaire.[2] However, this list in no way could be interpreted

[1] See Appendix B.
[2] See Appendix A.

as supplying a complete list of instructors in children's literature since there appeared to be many changes in teaching staff from the time of the preliminary questionnaire to that of the survey questionnaire. The population for the final report based on the survey questionnaire consisted of a total of 573 individual respondents—92 men and 481 women. No statement can be made as to the proportion of the total population of teachers of children's literature which is represented by the sample of 573 responses.

There is no way of determining whether those who did not respond to the questionnaire had retired, moved, or ceased to teach children's literature. In some instances, questionnaires were returned by individuals other than those on the original mailing list.

The directions for completing the questionnaire requested that the respondent indicate whether he was teaching a basic course, an advanced course, or both a basic and an advanced course. The directions specified that if the respondent was teaching a basic course only, he should respond to all items in terms of the basic course. The directions also specified that if the respondent was teaching an advanced course, regardless of his other teaching, he should respond to all items in terms of the advanced course. The number of responses for the *basic course only* was 503. Seventy responses were made in terms of the *advanced course*. Of the 70 advanced course responses, 30 percent (21) were from individuals who taught the advanced course only, and 70 percent (49) were from teachers who taught both the basic and the advanced courses in children's literature. In the tables which follow, the term *Total* refers to the entire population, *Basic* refers to responses from individuals teaching the basic course only, and *Advanced* refers to the group who responded in terms of the advanced course. Since an advanced course could be so identified according to the nature of the course—by the fact that it succeeds the basic class, or by the level of the students who normally take it (i.e., graduate students)—this study was planned to present some indication of differences in nature and content between the basic and the advanced courses.

In the tables the number of "No answers" is included only when the total number of choices would be the same as the number of respondents in the populations. When a respondent could check more than a single choice, the number of "No answers" is not pertinent to interpretation of the data and so is not included in the tables.

Responses to the questionnaire were made by individuals, not in-

stitutions, and all findings must be interpreted accordingly. Thus it should be remembered that more than one person from a given institution could have responded. In addition, for some items in the questionnaire, responses indicated that the ambiguity of the question resulted in responses which must be interpreted with special caution. In each instance where such conditions seemed to exist, interpretation of the table states the cautions that must be used. Furthermore, responses to these items have not been used as a basis for comparison with other findings in the survey.

Summaries of the responses to the questionnaire were made and are presented in this report. With each table of results, some observations have been made. Observations are limited to a description of current practices as reported by the respondents to the survey. Because a description of practices prior to this report has not existed, the present study will be a contribution to the basic information about children's literature in higher education today. It is not possible to draw conclusions about quality of the teaching of children's literature from the findings of the questionnaire. Observations, and implications and issues derived from the observations, are limited to those aspects which can be substantiated with the data available at present.

The major findings from the survey are presented in the tables which summarize the responses to the 161 items in the questionnaire. In the final part of the report will be found a summary and a discussion of the pertinent issues which evolved from the findings as they are related to the teaching of children's literature in college and universities. The implications and recommendations will vary according to the purpose with which the reader views the report. Teachers of children's literature, librarians, college administrators, and graduate students viewing the possibility of becoming college teachers of children's literature will discover particular implications in the findings of the survey. Other persons whose interest is directly or indirectly involved with children's literature will view the responses and make implications according to their special interests. The reader, whoever he may be, must remember that this study is primarily a description of current practices in teaching children's literature based on the responses of the population as described in the first portion of the report.

Part I — Description of the Population

OBSERVATION OF THE FIGURES in Table 1 indicates that responses were received from individuals teaching in various types of institutions classified according to source of financial support. Respondents were distributed about evenly between state supported schools and those receiving support from all other sources. In this table and those following, the total number of respondents is 573, with 503 of these persons teaching the

Table 1
Principal Support of the Institution in Which Respondent Was Teaching

Support	*Total* N: 573	*Basic* 503	*Advanced* 70
Private	138	126	12
State	283	236	47
Parochial or church related	129	122	7
City college	21	17	4
Other	1	1	0
No answer	1	1	0

basic course and 70 replying in terms of the advanced course whether they taught both the basic and the advanced course or only the advanced course. Likewise in this table and those following, "No answer" indicates the omission of a reply to the particular item which is the subject of the table by the individual respondent, i.e., the instructor in children's literature.

The majority of the responses came from institutions which were either university or four year liberal arts colleges. Since Table 2 and the following tables were based upon individual responses rather than institutional responses, it is possible that more instructors responded from larger institutions if more courses in children's literature are offered in those institutions. About one third of the total number represented university organization while one half of the advanced course teaching was reported from universities. All types of institutions were represented in the survey.

Table 2
Academic Structure of the Institution in Which Respondent Was Teaching

Academic Structure	*Total* N: 573	*Basic* 503	*Advanced* 70
University	184	146	38
4 year liberal arts college	264	245	19
Teachers college	62	52	10
Junior college	39	39	0
Other	21	18	3
No answer	3	3	0

The three departments in which the respondents were most likely to be teaching children's literature were Elementary Education (351), English (171), and Library Science (95) (Table 3). The proportion represented by Elementary Education is greater for the basic course than for the advanced course. English departments were represented by a greater proportion in the advanced course group than in the basic group. There were instructors in children's literature who were teaching in departments of Secondary Education (12), Library (9), Extension (9), Child Development (6), Child Study (6), Speech (3), and Drama (1). The total number of responses (671) was greater than the number of respondents (573), showing that several individuals indicated they were teaching for more than one department of the institution. No information is available which would reveal the nature of the combinations.

A trend similar to the one observed in Table 3 can be seen in Table 4. The three departments in which children's literature was offered most often were Elementary Education, English, and Library Science. The proportion represented by Library Science is greater for the question "In which departments is the course offered?" than for the question "In which department do you teach children's literature?" It may be that

Table 3
Department or Branch of the Institution for Which Respondent Was Teaching

Department	*Total* N: 573	*Basic* 503	*Advanced* 70
Education (elementary)	351	314	37
Education (secondary)	12	11	1
Child Development	6	6	0
Child Study	6	6	0
Recreation	0	0	0
Library Science	95	80	15
Library	9	8	1
English	171	148	23
Dramatic Arts	1	1	0
Speech	4	3	1
Extension	9	8	1
Others	4	2	2
No answer	3	2	1
	(671)	(589)	(82)

in this survey many respondents were teaching in a department other than Library Science but reported the Library Science department to be also offering the course. Children's literature is a course which may be offered in one department and be taken for credit in other departments.

Table 4
Departments of the Institution in Which Children's Literature Is Offered

Department	*Total* N: 573	*Basic* 503	*Advanced* 70
Education (elementary)	370	330	40
Education (secondary)	20	17	3
Child Development	3	3	0
Child Study	4	4	0
Recreation	0	0	0
Library Science	142	116	26
Library	14	11	3
English	192	169	23
Dramatic Arts	1	1	0
Speech	2	2	0
Extension	16	12	4
Others	6	6	0
No answer	6	5	1
	(776)	(676)	(100)

College faculty teaching children's literature may be members of one department, but the children's literature course may be offered in other departments.

The courses in children's literature taught by the 573 respondents in this survey were basically designed for teachers in grades kindergarten through six, according to Table 5. The fact that the number of choices

Table 5
Population for Whom the Course Which the Respondent Teaches Is Designed

Population	*Total* N: 573	*Basic* 503	*Advanced* 70
Teachers, nursery–K-3	61	53	8
Teachers, grades 4-6	53	46	7
Teachers, K-6	490	438	52
Librarians	95	76	19
English teachers in secondary schools	22	17	5
Other	24	21	3
No answer	2	1	1
	(747)	(652)	(95)

(747) exceeded the number of respondents (573) indicates that for many respondents the course seemed to be designed for more than one of the population groups listed. For 85 percent (490) of the respondents the course was designed, at least to some extent, for teachers in grades kindergarten through six. For 17 percent (95) of the respondents, librarians were considered to be a group for whom the course was designed. Most of the respondents did not indicate a differentiation between primary and upper elementary grades. When the entire range of the population is considered, the teachers for whom the courses were designed represent a range from nursery school through the secondary schools. The table indicates that classes in children's literature included secondary school teachers among the student population. No items in the questionnaire focused on literature for the adolescent. Individuals responding to the questionnaire may or may not have distinguished between children's literature and literature for adolescents when answering this item.

According to Table 6, prerequisites are stated for the course in children's literature more often than not, but in 37 percent (211) of the total responses no prerequisites were indicated. For the advanced course, 45 percent (32) of the replies indicated that the course listed

Table 6
Prerequisites for Children's Literature Course

Prerequisites	*Total* N: 573	*Basic* 503	*Advanced* 70
Yes	358	320	38
No	211	179	32
No answer	4	4	0

no prerequisites so that, although the course is classified as advanced, students without prior courses in the area could take the advanced course. Differences in course content for the advanced and the basic courses will be presented in Table 28b.

In slightly more than half of the responses in Table 7, some specific time was indicated for students to enroll in children's literature. In

Table 7
Time at Which Course in Children's Literature Is Taken

Time	*Total* N: 573	*Basic* 503	*Advanced* 70
Only during the professional sequence	190	168	22
Only when student is accepted into major program	121	105	16
No time specified	249	220	29
No answer	13	10	3

many situations students enroll in the course whenever they choose. These findings are substantiated by those in Table 8, in which it can be seen that there is considerable overlapping in the classification of students who may enroll in courses in children's literature. Advanced courses seemed to be no different from basic courses in proportions listing prerequisites.

Very few freshmen were students in children's literature courses taught by the respondents in this study (Table 8). The junior year has the largest percentage, 53 percent (305) of the responses as the time when the students enrolled. The course designated as advanced was reported to be taken by juniors in 41 percent (29) of the responses, by seniors in 21 percent (15) of the responses, and by graduate students in 47 percent (33) of the responses.

Table 8
Point in Academic Program at Which Student Usually Enrolls in Children's Literature

Time	*Total* N: 573	*Basic* 503	*Advanced* 70
Freshman	16	16	0
Sophomore	118	115	3
Junior	305	276	29
Senior	146	131	15
Graduate	77	44	33
At any time	42	34	8
Other	3	2	1
No answer	6	5	1

From Table 9 it can be seen that for 40 percent (229) of the respondents children's literature was offered either only once a year or once in alternate years. For 14 percent (81) of the respondents, the course was indicated to be offered 4 or more times each year. The risk involved is evident. Interpretation of all results of the survey must be made in

Table 9
Number of Times Courses in Children's Literature Are Offered during a School Year

Number of Times	*Total* N: 573	*Basic* 503	*Advanced* 70
Never	14	14	0
Alternate years	45	38	7
1 time	184	166	18
2 times	141	128	13
3 times	100	80	20
4 times	52	45	7
5 times	7	5	2
6 times or more	22	20	2
No answer	8	7	1

in drawing conclusions from the total individual responses in the survey terms of the population as it was defined, that is, individual responses from college teachers of children's literature. The responses which were listed under "Never" probably could be interpreted to represent those instances in which children's literature is offered at times other than during the school year. These situations might include exchange arrange-

ments with other colleges or summer appointments for visiting professors. The same colleges or universities offering 6 or more courses per school year may be represented more than one time in the total if more than one instructor in that institution responded to the questionnaire.

Table 10
Average Number of Sections of Children's Literature Offered in One Academic Year

Average Number of Sections per Year	*Total* N: 573	*Basic* 503	*Advanced* 70
None	35	33	2
1 section	203	179	24
2 or 3	133	120	13
4 or 5	78	62	16
6 or more	116	102	14
No answer	8	7	1

About 35 percent (203) of the total responses shown in Table 10 indicated only 1 section of children's literature each year. Twenty percent (116) of the respondents indicated that 6 or more sections of children's literature were offered each year in their schools. Because this study is based upon individual responses, this particular group of respondents could be referring to the same institution in some cases.

Table 11
Number of Students Enrolled Annually in All Classes of Children's Literature in Department for Which Respondent Teaches

Number of Students	*Total* N: 573	*Basic* 503	*Advanced* 70
0-49	244	220	24
50-99	104	95	9
100-149	68	54	14
150-199	44	38	6
200 or more	109	92	17
No answer	4	4	0

It probably can be interpreted to mean that 20 percent of the institutions offer 6 sections or more per year. In the responses from individuals teaching the advanced course only, the number of sections were predominately

small while the responses about advanced courses from persons who were also teaching the basic course showed the number of sections to be rather evenly distributed over the range from 1 to 6 or more.

In the total group of teachers in Table 11, 60 percent (348) reported total annual enrollment to be less than 100 students. About 27 percent (153) of the total group responded that annual enrollment in all classes of children's literature was more than 150. For the advanced course group, the responses were distributed throughout the range of enrollment numbers. The findings reported in this table are evidence of the caution with which total responses must be interpreted because the responses in the total survey represent different proportions of student enrollment. The responses of 109 teachers who have an enrollment of 200 or more in the department where they teach represent a student enrollment for the department considerably more than twice as great as that represented by the 244 teachers who reported annual enrollment to be less than 50.

Part II — Professional Preparation and Activities

THE ACADEMIC RANK OF the individuals responding in Table 12 was rather evenly distributed among the ranks of instructor, assistant professor, and associate professor. A graduate student could have responded

Table 12
Present Status or Academic Rank of Respondent

Present Status	*Total* N: 573	*Basic* 503	*Advanced* 70
Graduate student	3	3	0
Lecturer	18	17	1
Instructor	126	117	5
Assistant professor	181	161	20
Associate professor	141	116	25
Professor	88	69	19
Professor emeritus	2	2	0
Other	15	13	2
No answer	5	4	1

to more than one classification—as a graduate student or as a lecturer or instructor if he had been given this rank. If this is the case, it could explain the small number of persons responding to the graduate student status. Among those who were teaching an advanced course, 27 percent (19) were at the rank of professor and, in the total group, 13 percent (88) were professors.

Most individuals teaching children's literature had a major or a minor field of study in English during the baccalaureate program (Table 13), about 72 percent (418) of the entire group. Two hundred fifty-seven had a major in English; 218 in elementary education. About 50 percent (285) of the total group had a major or a minor in elementary education. However, variety in both major and minor fields characterizes the undergraduate preparation of the respondents.

Table 13
Subject Fields Pursued as Majors and Minors during Baccalaureate Degree Program of Persons Who Teach Children's Literature

Subject Field	*Total* N: 573		*Basic* 503		*Advanced* 70	
	Major	*Minor*	*Major*	*Minor*	*Major*	*Minor*
English	257	161	226	138	31	8
Speech	15	33	12	27	3	18
Library science	37	28	28	27	9	1
Drama	6	5	6	3	0	2
History	34	86	31	79	3	1
Social science	43	122	39	101	4	15
Foreign language	37	107	32	94	5	17
Biological science	10	24	7	20	3	10
Education (elementary)	218	67	191	57	27	6
Education (secondary)	47	61	41	54	6	7
Physical science	6	15	5	14	1	1
English education	12	11	12	9	0	2
Others	56	121	49	98	7	23
No answer	2	25	2	24	0	1

The findings presented in Table 13 which showed preparation in English to be strong in the baccalaureate program are substantiated in the findings shown in Table 14. A majority of responses evidence an interest in English. Extremes in preparation are indicated by the fact that 154 individuals reported less than 13 semester hours of work in language, literature, and composition while 173 individuals reported work beyond 25 semester hours in those subject areas.

The respondents indicated a variety of exposure to children's literature during their *undergraduate* preparation (Table 15). Nearly half of the responses indicated that no course in children's literature was taken during the baccalaureate program. Thus, although 75 percent had an undergraduate major or minor in English and 50 percent had an under-

Table 14
Preparation by Respondents in Literature, English Language, and Composition in Baccalaureate Degree of Persons Who Teach Children's Literature

Hours of Preparation	*Total* N: 573	*Basic* 503	*Advanced* 70
2 or fewer semester hours	11	10	1
3-6 semester hours	44	39	5
7-12 semester hours	99	88	11
13-18 semester hours	119	103	16
19-24 semester hours	113	98	15
25 or more semester hours	173	153	20
No answer	14	12	2

graduate major or minor in elementary education, they may not have had an undergraduate course in children's literature. That has been possible in the past because many colleges and universities do not offer courses in children's literature. However, this situation may change in the future as the Guidelines prepared during the English Teacher Preparation Study and their recommendations that elementary school teachers study children's literature and secondary English teachers study literature for adolescents become a basis for certification.

Table 15
Course Work in Children's Literature during Baccalaureate Program of Persons Who Teach Children's Literature

Course Work in Children's Literature	*Total* N: 573	*Basic* 503	*Advanced* 70
None	250	212	18
1 course	211	180	31
2 or more courses	84	67	17
Some work but only as part of another course	43	39	4
No answer	5	5	0

Table 16 gives information on courses in children's literature taken during the graduate program.

In the total population of respondents, 91 percent (524) had earned the master's degree and 26 percent (152) had earned the doctorate. Three hundred twelve (59 percent) of those who had an earned M.A. reported that they had done work beyond the master's degree. In the

total population, among those who had done graduate work, 60 percent (344) had taken one or more courses in children's literature during the graduate work.

Seventy-three percent (413) of the responses in the survey were made by persons who reported teaching children's literature to be less than half of their workload. About 9 percent (54) of the total group reported teaching children's literature to be their full teaching load. In the advanced group 13 percent (9) reported teaching children's literature to be their full workload. The facts in Table 17 are more easily interpreted when examined with the responses in Table 18, which refers to the areas of work which were combined in the teaching load when the teaching load was not exclusively children's literature.

Table 16
Academic Work beyond Baccalaureate Degree of Persons Who Teach Children's Literature

Academic Work	*Total* N: 573	*Basic* 503	*Advanced* 70
None beyond B.A.	25	20	5
Work beyond B.A. but no M.A.	26	26	0
Earned M.A.	524	457	67
M.A. thesis related to children's literature	49	42	7
Work beyond M.A.; no doctorate	312	284	28
Earned doctorate	152	116	36
Dissertation focused on children's literature	33	25	8
No courses in children's literature during graduate work	204	189	15
Graduate work in children's literature part of integrated course	161	144	17
One children's literature course in graduate work	171	151	20
Two children's literature courses in graduate work	152	121	31
Children's literature courses part of M.A. work only	232	200	32
Children's literature courses part of doctorate	52	42	10
Children's literature course in both M.A. and doctorate	84	64	20

The course most often combined with children's literature teaching

Table 17
Percentage of Respondent's Workload Assigned to Teaching Children's Literature

Percentage	*Total* N: 573	*Basic* 503	*Advanced* 70
100%	54	45	9
About 80%	29	22	7
About 60%	62	49	13
About 40%	154	135	19
About 20%	259	239	20
No answer	15	13	2

was that classified as language arts methods. Other courses frequently combined with children's literature were reading methods, literature, and composition. However, about one third of the population (202) were teaching a course which was listed in the survey as "Other" but which probably can be interpreted as a course not in the area of language

Table 18
Other Courses Taught When Children's Literature Is Not Taught Exclusively

Other Courses	*Total* N: 573	*Basic* 503	*Advanced* 70
None	55	48	7
Reading methods	157	143	14
Language arts methods	181	159	22
Composition	110	99	11
Introduction to education	55	51	4
Library methods and materials	88	76	12
Language development	26	22	4
Literature	123	110	13
Speech	22	19	3
Other	202	178	24
No answer	11	9	2

arts. For the total of 573 respondents, 964 answers indicated that some other course or courses were combined with the children's literature course in the teaching load.

For 70 percent (405) of the responses shown in Table 19, class size was reported to be between 21 and 40; the trend was the same for the basic as for the advanced classes. Persons who responded taught more of the basic classes of under 20 students than of over 40 students. About

17 percent (99) of all the respondents were teaching classes with fewer than 20 students.

The majority (74 percent, or 424) of the individuals responding to the questionnaire had taught children's literature for 11 years or less. About 26 percent (151) of the total group had taught children's literature

Table 19
Average Size of Children's Literature Class Taught by Respondent

Average Class Size	*Total* N: 573	*Basic* 503	*Advanced* 70
Less than 20	99	90	9
21-40	405	354	51
41-60	59	50	9
More than 60	10	9	1

for 3 years or less. The findings in Table 20 may reflect the fact that children's literature is a recent addition to the college curriculum. They may also reveal that increased college enrollments in recent years have resulted in an expansion of responsibilities for faculty members as well as an increase in the number of instructors with relatively little experience in teaching children's literature. Consequently, a comparison should be made with other college curriculum areas before generalizations are made about the extent of experience for teachers of children's literature.

Table 20
Number of Years Respondent Had Been Teaching Children's Literature

Number of Years	*Total* N: 573	*Basic* 503	*Advanced* 70
0-3	151	144	7
4-7	163	142	21
8-11	110	95	15
12-15	67	55	12
16-19	42	35	7
20 or more	40	32	8

The three periodicals reported to be read regularly by more than 50 percent of the respondents were *The Horn Book Magazine, Saturday Review,* and *Elementary English* (Table 21). These three publications represent a variety: one deals specifically with children's literature, one is more generally concerned with adult literature, and one treats the

Table 21

Periodical Reading

Periodicals	*Total* N: 573			*Basic* 503			*Advanced* 70		
	Never	*Occa-sionally*	*Regularly*	*Never*	*Occa-sionally*	*Regularly*	*Never*	*Occa-sionally*	*Regularly*
ALA Bulletin	108	267	186	97	235	159	11	32	27
Bulletin of the Center for Children's Books	149	243	171	138	216	140	11	27	31
Childhood Education	140	258	168	129	220	147	11	38	21
Elementary English	39	230	301	38	210	252	1	20	49
Horn Book	22	187	363	20	175	307	2	12	56
Library Journal	124	265	175	114	228	152	10	37	23
Publishers' Weekly	211	265	81	198	224	66	13	41	15
Saturday Review	26	193	345	26	177	291	0	16	54
School Library Journal	188	209	161	168	188	132	20	21	29
Top of the News	312	112	127	282	94	108	30	18	19
Wilson Library Bulletin	167	223	170	147	193	150	20	30	20

total language arts area. No assumptions can be made about the majority of teachers of children's literature being generally influenced by any one publication. Those periodicals reported by some to be read regularly were also reported by others as never being read. An example is the *Wilson Library Bulletin*. About 30 percent of the total population reported to have read it regularly while about 30 percent reported never reading it.

More than a single source of new trade books was indicated by the figures in Table 22. The college or public library was the source reported most often to be used. No clarification can be made concerning the manner or time of acquisition of the books in these libraries for use in teaching children's literature. About 3 percent (23) of the total population reported that they had no access to new trade books. The

Table 22
Accessibility of Respondent to New Trade Books for Children

Accessibility	*Total* N: 573	*Basic* 503	*Advanced* 70
No access	23	22	1
College or public library	420	366	54
College or department budget	221	189	32
State department of education	62	53	9
Traveling exhibits	183	154	29
Direct mailing from publishers	199	175	24
Other	66	57	9

fact that 97 percent (550) apparently used a combined total of 1,151 sources indicates some awareness of the responsibility of teachers of children's literature for seeing new trade books. Some respondents might have considered new books as those which have recently been published while others might have thought only of newly purchased books. The questionnaire did not clarify the distinction.

Teachers of children's literature participated actively in affairs related to their special work (Table 23). Speaking to parents was the activity reported most often. The teachers also appeared frequently on special programs and served as resource persons. In these ways teachers of children's literature communicated to the public about children's books.

Tables 24a and 24b report the publishing done by the responding population of teachers of children's literature: types of publications (books, stories, and articles) and the journals in which they appeared.

The largest number of responses to the question on what type of publication written was "None of these" (352). Likewise, among the types of journals listed in which the respondent had published, "None of these" was predominant. The number of "Texts in children's literature" reported (21) would cause one to question the reliability of the report unless the term was interpreted by respondents in a broader meaning than is generally associated with it; it is possible that some individuals had been contributors to a text on children's literature. It is also difficult to interpret how the large number of critical essays were published unless a number were published in journals other than those listed. In publication of articles the "None of these" response was definitely most repre-

Table 23
Participation in Activities Related to Children's Literature

Activities	*Total* N: 573	*Basic* 503	*Advanced* 70
Speaking to parents	372	308	64
Consultant to publisher	59	41	18
Consultant to library	173	144	29
Radio or TV	87	67	20
Consultant to public school	140	106	34
Consultant to state department of education	36	24	12
Reviewer of children's books	91	68	23
Resource person	205	157	48
Special programs	214	170	44
Others	94	79	15
No answer	75	72	3

sentative of the population. "Others," "*Elementary English*," and "Church related magazine" were the most frequently given as the publication in which articles appeared.

Responsibility for research was reported in Table 25. Some individuals, at least, had several responsibilities, as indicated by the total number of choices (611); they directed graduate study, had personal commitments for research, or worked with research centers. This contrasted with about 60 percent (340) of the population who admitted to having no responsibility for research. About 26 percent (18) of the individuals teaching an advanced course reported no research responsibilities. Fourteen percent (83) of the total group reported a responsibility for directing graduate study. Almost 60 percent (41) of the teachers of

Table 24a
Types of Publications Reported by Respondent

Type of Publication	*Total* N: 573	*Basic* 503	*Advanced* 70
Story for children	68	54	14
Study guide, children's literature	45	36	9
Critical essay, children's literature	52	34	18
Children's book	49	36	13
Text, children's literature	21	13	8
None of these	352	320	32
Other	64	55	9
No answer	33	29	4

Table 24b
Journals in Which the Teacher of Children's Literature Has Published Articles

Journals	*Total* N: 573	*Basic* 503	*Advanced* 70
Saturday Review	4	3	1
Elementary English	39	29	10
Childhood Education	3	1	2
Horn Book	3	2	1
Top of the News	4	2	2
Library Journal	9	6	3
A children's magazine	12	11	1
Church related magazine	28	25	3
None of these	386	349	37
Others	75	52	23
No answer	57	50	7

Table 25
Research Responsibilities in Children's Literature

Research	*Total* N: 573	*Basic* 503	*Advanced* 70
Directing graduate study	83	42	41
Personal commitments for research	122	104	18
Affiliation with research center	9	7	2
None of these	340	322	18
Other	36	30	6
No answer	21	20	1
	(611)	(525)	(86)

advanced courses reported responsibility for directing graduate study, a fact which may predict some improvement in the amount and quality of research in children's literature appearing in the near future. A general conclusion to be drawn, however, is that the majority of the college teachers of children's literature in this survey did not assume research to be their major responsibility.

Membership in various national professional organizations by those directly concerned with children's literature is shown in Table 26. The

Table 26
Membership in National Professional Organizations

Organizations	*Total* N: 573	*Basic* 503	*Advanced* 70
American Library Association	153	129	24
Association for Childhood Education International	118	93	25
Association for Supervision and Curriculum Development	88	69	19
International Reading Association	161	126	35
National Council of Teachers of English	255	210	45
None of the above	68	66	2
Others	226	194	32
	(1069)	(887)	(182)

National Council of Teachers of English, the International Reading Association, and the American Library Association showed the largest number of memberships with the greatest number of teachers of children's literature being members of the National Council of Teachers of English. The category "Others" was second in frequency to National Council of Teachers of English, substantiating the observation that membership in organizations is characterized by variety. For the teachers of the basic course, the average membership in professional organizations was 1.78; for the teachers of an advanced course, the average membership reported was 2.46.

Part III — Course Content

THE FIRST TWO PARTS of the questionnaire dealt with institutional organization, curriculum patterns, and professional preparation and activities of the teachers of children's literature. The findings related to those aspects of the survey were reported in Tables 1-26.

Parts II, III, and IV of the questionnaire focused on the content of the course in children's literature and upon the various techniques used in

Table 27
Curriculum Description of Children's Literature Course

Curriculum Description	*Total* N: 573	*Basic* 503	*Advanced* 70
Separate course	505	438	65
Integrated course with language arts	31	30	1
Integrated course with reading	13	12	1
Integrated course with child development	4	4	0
Integrated course with library science	23	21	2
Integrated course with dramatics	3	2	1
Integrated course with elementary curriculum	27	25	2
Other combinations	8	7	1
No answer	4	4	0

teaching children's literature. Tables 27-40 report the responses to the questions related to course content and to teaching techniques.

From the responses to the question concerning the curriculum de-

scription of the course in children's literature, it can be seen that the most common plan was the separate course. Eighty-seven percent (503) of the total group claimed to have a separate course. The proportion was even greater for the advanced course, where 93 percent (65) said the course was not combined with any other area of study. It can also be inferred that more than one plan existed for some 43 respondents because the total number of curriculum descriptions exceeded the number of respondents (616:573).

Table 28a shows results of the questionnaire items related to course content. The responses were rated on a five-point scale, from *1* for "Not considered in the course" to *5* for "Major consideration of the course." A rating of *3* indicated that a "Moderate emphasis" was given in the course to the item listed. With precautions in terms of the scale used, some interesting trends can be observed. For the total population, every course content topic had at least one reponse in the rating of "Major consideration," and there were at least two responses of "Not considered in the course" for each of the content items listed.

For every course content topic listed, at least one individual teaching the basic course considered that he gave the content area "Major consideration." From the teachers of the advanced course there was no response in the "Major consideration" category for seven course content topics; audiovisual materials, books written in other countries, cataloguing, censorship, creative dramatics, mysteries, and taboo topics in children's literature. The variety and range are further demonstrated by the fact that among teachers of the advanced course only four items lacked responses in the "Not considered in the course" extreme of the scale: Children's reading interests and tastes, Criteria of good literature, Poetry, and Realism in Fiction. For each of the other content items among both basic and advanced groups, at least one individual included the topic in the course. In terms of frequency of reponse, it must be remembered that the number in the advanced group (70) limits the comparison with the basic group (503). Tables 28a and 28b indicate possibilities for inferring how basic and advanced courses differed and the degree to which the course content topics were similar.

In order to interpret the data in Table 28a, the average rating given to each content item was computed for the basic course group and for the advanced course group. When the average rating was *3* or more, it can be concluded that the content topic received moderate emphasis or more than moderate emphasis. When the content rating averages were less than

Table 28a
Course Content in Children's Literature

Scale: 1. Not considered in the course
2. Slight emphasis compared with other content
3. Moderate emphasis
4. Much emphasis
5. Major consideration of the course

Course Content	*Total* N: 573					*Basic* 503					*Advanced* 70				
	1	*2*	*3*	*4*	*5*	*1*	*2*	*3*	*4*	*5*	*1*	*2*	*3*	*4*	*5*
Animal stories	4	87	385	71	23	2	74	346	57	21	2	13	39	14	2
Audiovisual materials	35	252	232	47	6	31	218	206	41	6	4	34	26	6	0
Ballads	41	271	220	31	9	32	244	190	28	8	9	27	30	3	1
Bibliotherapy	105	249	164	39	10	90	216	146	34	9	15	33	18	5	1
Biographical fiction	10	99	369	81	13	7	89	327	69	10	3	10	42	12	3
Books for preschool children	17	150	275	106	25	12	130	247	92	20	5	20	28	14	3
Books written in other countries	44	229	197	24	6	44	229	197	24	6	4	27	32	7	0
Cataloguing	465	84	18	3	3	404	76	17	3	3	61	8	1	0	0
Censorship	224	286	71	11	1	198	232	63	9	1	26	34	8	2	0
Child development related to selection, use of children's books	16	100	290	153	62	15	97	201	131	56	1	12	29	22	6
Children's book awards and prizes	6	117	279	137	33	3	105	246	118	31	3	12	33	19	2
Children's literature and the related arts	30	153	249	95	41	27	138	218	81	35	3	15	31	14	6
Children's magazines	56	280	185	38	12	51	248	161	31	11	5	32	24	7	1
Children's reading interests and tastes	8	45	232	194	92	8	41	206	167	80	0	4	26	27	12
Choral speaking	115	225	182	41	6	95	205	157	37	6	20	20	25	4	0
Classics in children's literature	4	74	300	149	44	3	66	260	135	38	1	8	40	14	6
Creative dramatics	138	219	153	44	11	117	198	130	40	11	21	21	23	4	0
Criteria of good literature	2	25	133	230	182	2	24	122	205	149	0	1	11	25	33
Fantasy	3	59	310	123	55	2	54	306	106	32	1	5	44	17	3

Table 28a (continued)

Course Content	*Total* N: 573					*Basic* 503					*Advanced* 70				
	1	*2*	*3*	*4*	*5*	*1*	*2*	*3*	*4*	*5*	*1*	*2*	*3*	*4*	*5*
Folk and fairy tales	3	45	334	146	45	2	41	280	131	38	1	4	45	15	5
Function of the librarian in a school or public library	197	228	104	32	8	165	206	97	28	7	34	20	7	6	1
Historical fiction	11	118	345	78	20	8	108	305	67	17	3	10	42	11	3
History of children's literature	22	194	251	68	34	17	177	218	59	28	5	17	33	9	6
How a book is made	229	252	84	14	6	198	210	70	13	5	31	22	14	1	1
Illustration of children's books	3	53	265	186	65	2	48	237	158	57	1	5	28	28	8
Informative books	18	147	314	73	20	14	139	270	63	17	4	8	44	10	3
Literary criticism	36	190	285	74	38	32	185	178	63	25	4	14	27	11	13
Mysteries	69	321	166	12	3	61	288	138	11	3	8	33	28	1	0
Myths, legends	5	114	329	98	25	4	102	290	85	22	1	14	39	13	3
Picture books	5	42	272	194	59	3	37	245	167	50	2	5	27	27	9
Place of children's literature in the reading program	39	100	189	172	82	26	92	168	150	67	4	8	21	22	15
Poetry	2	25	277	207	62	2	23	244	179	55	0	2	33	28	7
Realism in fiction	13	127	318	84	29	13	120	275	67	27	0	7	43	17	2
Reference books	97	281	164	40	10	80	236	144	33	9	17	25	20	7	1
Research in children's literature	176	245	115	24	11	165	222	90	18	6	11	23	25	6	5
Reviews of children's books	27	160	245	87	32	26	141	211	77	26	1	19	34	10	6
Sources of information about children's books	6	119	287	121	40	5	107	250	107	34	1	12	37	14	6
Storytelling	51	139	232	123	46	40	103	211	105	43	11	17	21	18	3
Taboo topics in children's literature	139	306	107	15	2	128	267	93	11	2	11	41	14	4	0
Techniques of oral reading	135	212	147	58	17	112	188	132	52	15	23	24	15	6	2

3, those content items were rated less than moderate by a number great enough to influence the mean rating.

In Table 28b it can be seen that for the teachers of the basic course, no content topic had an average rating of *4*, a rating which would indicate much emphasis given to the area. The five topics which rated highest in the basic course averages were these: Criteria of good literature, Children's reading interests and tastes, Poetry, Illustration of children's books, and Picture books. The content areas for which the average rating was less than *2*, or less than "Slight emphasis," included: Research in children's literature, Taboo topics in children's literature, How a book is made, Censorship, and Cataloguing.

Table 28b
Course Content Average Rating

Course Content	*Basic* Average Rating*	*Advanced* Average Rating
Criteria of good literature	3.9	4.3
Children's reading interests and tastes	3.6	3.6
Poetry	3.5	3.6
Illustration of children's books	3.4	3.5
Picture books	3.4	3.5
Classics in children's literature	3.3	3.2
Folk and fairy tales	3.3	3.3
Child development related to selection, use of children's books	3.2	3.3
Place of children's literature in the reading program	3.2	3.3
Fantasy	3.2	3.2
Children's book awards and prizes	3.1	3.0
Sources of information about children's books	3.1	3.2
Animal stories	3.0	3.0
Myths, legends	3.0	3.0
Storytelling	3.0	2.9
Biographical fiction	3.0	3.0
Books for preschool children	2.9	2.9
Children's literature and the related arts	2.9	3.0
Historical fiction	2.9	3.0
Realism in fiction	2.9	3.2
Information books	2.9	3.0
History of children's literature	2.8	3.0
Reviews of children's books	2.8	3.0
Literary criticism	2.7	3.2
Audiovisual materials	2.5	2.5
Books written in other countries	2.5	2.6
Children's magazines	2.4	2.5

Table 28b (continued)

Course Content	*Basic* Average Rating*	*Advanced* Average Rating
Bibliotherapy	2.3	2.3
Techniques of oral reading	2.3	2.2
Choral speaking	2.3	2.2
Creative dramatics	2.2	2.1
Mysteries	2.2	2.3
Reference books	2.2	2.3
Ballads	2.0	2.3
Function of the librarian in a school or public library	2.0	1.8
Research in children's literature	1.9	2.6
Taboo topics in children's literature	1.9	2.2
How a book is made	1.8	1.8
Censorship	1.8	1.8
Cataloguing	1.2	1.1

* *Rating* refers to placement on the 5-point scale described at the beginning of Table 28a. Items are listed in descending order of ratings.

Table 28b also shows the average ratings for the advanced group, and some comparisons in content can be made between the basic and the advanced courses. The item of "Criteria of good literature" was first in both groups, and "Cataloguing" was last in both groups. "Research in children's literature" ranked low in both groups, but it was lower in the basic group (1.9) than in the advanced group (2.6). Observation of Table 28b indicates that the basic courses and the advanced courses were generally more alike in their emphases than they were different. It may be recalled that Table 6 showed that advanced courses in children's literature could be taken without prior courses in the subject, further indicating little distinction between the basic and the advanced course as expressed in prerequisites. For six course content topics reported in Table 28b, the responses were different to the extent that the average rating showed a difference of more than .2 of a point on the 5-point rating scale. Those differences were all in the direction of the advanced course giving more emphasis to the areas of Literary criticism, Research, Criteria of good literature, Realism in fiction, Ballads, and Taboo topics in children's literature.

Part IV — Materials and Techniques In Teaching Children's Literature

TEACHING TECHNIQUES USED REGULARLY by more than half of the respondents teaching the basic course were Specific individual reports, Exams, Assignments in related books, Syllabus available to students, Required reading of certain children's books, and Free reprints (Table 29). Only two of the techniques listed in the questionnaire were "Never" used by more than half of the total group of respondents, and those two were Guest authors and illustrators in class and Demonstrations with children using books. The advanced class responses showed more than half using the following techniques "Regularly": Specific individual reports, Exams, Discussion of material from periodicals, Assignments in related books, Syllabus available to students, Required reading in certain children's books, and Free reprints. The only technique used "Regularly" in the advanced group and not used "Regularly" by the basic group was Discussion of material from periodicals. None of the techniques listed was considered to be "Never" used by as many as half of the advanced course teachers.

According to Table 30, more than half of the total population reported the minimum number of books read for the course to be between 21 and 60. The range of 21-60 was checked most often by the individuals teaching the basic course. For the advanced course, the minimum number of children's books read seems to be somewhat higher than for the

Table 29

Teaching Techniques Used by Respondent

Teaching Technique	*Total* N: 573			*Basic* 503			*Advanced* 70		
	Never	*Occa-sionally*	*Regularly*	*Never*	*Occa-sionally*	*Regularly*	*Never*	*Occa-sionally*	*Regularly*
Specific individual reports	30	209	331	28	183	289	2	26	42
Small group reports	127	292	150	116	255	128	11	37	22
Dramatization by groups or individual students	228	244	99	196	216	89	32	28	10
Individual student demonstrations of storytelling techniques	101	222	249	85	200	216	16	22	32
Term papers	256	151	160	234	135	128	22	16	32
Quizzes	99	243	231	86	210	207	13	33	24
Exams	30	125	416	25	108	368	5	17	48
Guest authors and illustrators in class	280	256	22	271	260	17	10	47	5
Annotated bibliography	99	198	270	92	169	236	7	29	34
Free exhibits of children's books	79	293	198	76	255	169	3	38	29
Visits to classrooms or libraries to see children using books	104	285	143	149	227	126	15	58	17

Table 29 (continued)

Teaching Technique	Total N: 573			Basic 503			Advanced 70		
	Never	*Occa-sionally*	*Regularly*	*Never*	*Occa-sionally*	*Regularly*	*Never*	*Occa-sionally*	*Regularly*
Demonstrations with elementary school children using books	291	210	69	260	175	65	31	35	4
Reading by instructor to class from certain material	34	309	230	32	276	195	2	33	35
Discussion of material from periodicals	18	314	244	13	290	198	0	24	46
Assignments in books related to children's literature	15	200	354	13	178	308	2	22	46
Syllabus available to students	143	93	346	127	84	303	16	9	43
Required reading of certain selected children's books	116	125	330	97	110	294	19	15	36
Reprints available free to teachers of children's literature	74	196	296	67	177	255	7	19	41

Table 30
Minimum Number of Children's Books Read for Course

Minimum Number of Books	*Total* N: 373	*Basic* 303	*Advanced* 70
0	7	6	1
1-20	60	55	5
21-40	128	122	6
41-60	104	142	22
61-80	87	76	11
More than 80	112	89	23

basic course. Sixty-five percent of the teachers reported that students were expected to read 40 or more books for the course in children's literature while 35 percent of the total population reported the number of books read to be 40 or fewer. Forty-two percent (229) used an anthology as a required text (Table 31a). Fifty-eight percent (334) of the respondents used an anthology for occasional assignments or did not use one. A book other than an anthology was used as a text more

Table 31a
Use of an Anthology of Children's Literature

Use of Anthology	*Total* N: 573	*Basic* 503	*Advanced* 70
None	79	59	20
Occasional assignment	255	226	29
Required text	229	209	20
No answer	10	9	1

often than an anthology was used as a text. (See Table 31b.) The total number reporting using a text, either an anthology or another book is 527, or about 90 percent of the total group. Thus, it could

Table 31b
Use of a Book Other Than an Anthology

Use of Book Other Than Anthology	*Total* N: 573	*Basic* 503	*Advanced* 70
None	19	17	2
Occasional assignment	246	211	35
Required text	298	265	33
No answer	10	10	0

be concluded that most teachers of children's literature required a basic text, either an anthology or some other book.

As shown in Table 32, for both the basic and the advanced course, as well as for the total group, one source of information about children's literature, Arbuthnot's *Children and Books*, was considered "Basic" by more than 50 percent (356) of the respondents. Other sources which were considered either "Basic" or "Supplementary" by half or more of the basic course group were these:

Bulletin of the Center for Children's Books
Children's Catalog
Eakin, *Good Books for Children*
Elementary English (magazine)
Hazard, *Books, Children and Men*
The Horn Book Magazine
Huck and Young, *Children's Literature in the Elementary School*
Larrick, *A Teacher's Guide to Children's Books*
Meigs, *A Critical History of Children's Literature*
Movies about children's books
Movies of individual books
Records of poetry reading
Records of storytelling
Sawyer, *Way of the Storyteller*
Smith, *Fifty Years of Children's Books*
Subject Index to Books for Intermediate Grades
Subject Index to Books for Primary Grades
Subject Index to Poetry for Children and Young People

The advanced course respondents used as "Basic" or "Supplementary" all of the sources listed for the basic course as either "Basic" or "Supplementary." In addition, the following were used by more than half of the advanced group as either "Basic" or "Supplementary":

Brewton, *Index to Poetry*
Eastman, *Index to Fairy Tales . . .*
Sayers, *Summoned by Books*
Viguers, *Margin for Surprise*

In a comparison of the basic course with the advanced course, there are a few proportions which are considerably different, such as that for Sayer's *Summoned by Books*, which is "Basic" or "Supplementary" for 33 percent of the basic group and for 56 percent of the advanced group. For Viguer's *Margin for Surprise*, 26 percent of the basic course group considered the source "Basic" or "Supplementary," and 56 percent

Table 32

Use of Sources of Information about Children's Literature

Sources	*Total* N: 573			*Basic* 503			*Advanced* 70		
	Not Used	*Supplementary*	*Basic*	*Not Used*	*Supplementary*	*Basic*	*Not Used*	*Supplementary*	*Basic*
Arbuthnot, *Children and Books*	11	204	358	10	172	319	1	32	37
Bewton, *Index to Children's Poetry*	219	256	14	201	218	12	30	38	2
Bulletin of the Center for Children's Books	232	298	33	200	256	27	24	30	6
Children's Catalog and Supplements	73	387	107	67	338	92	6	49	15
Eakin, *Good Books for Children*	196	338	28	178	292	22	18	46	6
Eastman, *Index to Fairy Tales, Myths and Legends*	229	281	19	254	220	16	25	41	3
Elementary English (magazine)	67	446	55	62	387	47	5	57	8
Hazard, *Books, Children and Men*	180	338	49	171	285	41	9	53	8
The Horn Book Magazine	30	423	117	29	323	98	1	50	19
Huck and Young, *Children's Literature in the Elementary School*	154	294	118	140	250	106	14	44	12
Larrick, *A Teacher's Guide to Children's Books*	133	384	54	117	342	42	16	42	12
Meigs, *A Critical History of Children's Literature*	168	357	41	132	310	34	16	47	7

Table 32 (continued)

Sources	*Total* N: 373			*Basic* 303			*Advanced* 70		
	Not Used	*Supplementary*	*Basic*	*Not Used*	*Supplementary*	*Basic*	*Not Used*	*Supplementary*	*Basic*
Miller, *Realms of Gold in Children's Books*	293	104	6	253	137	3	40	27	3
Movies about books	246	209	20	227	253	15	19	46	5
Movies of individual books	227	316	21	206	272	16	21	44	5
Records of poetry reading	318	413	31	91	319	51	12	34	4
Records of storytelling	308	412	31	94	360	47	14	32	4
Sawyer, *Way of the Storyteller*	142	358	67	130	312	35	12	46	12
Sayers, *Summoned by Books*	365	190	7	254	154	5	31	36	2
Smith, *Fifty Years of Children's Books*	255	301	27	227	258	19	18	43	8
Subject Index to Books for Intermediate Grades	181	348	40	164	330	33	17	48	7
Subject Index to Books for Primary Grades	174	352	41	157	306	34	17	46	7
Subject Index to Poetry for Children and Young People	202	351	32	184	287	24	18	44	8
Tapes of book reviews	420	122	4	355	99	4	65	23	0
Viguers, *Margin for Surprise*	390	168	5	310	129	5	51	39	0

of the advanced course group considered the source to be "Basic" or "Supplementary" in their teaching.

Use of a variety of sources of information about children's literature characterized the population generally. Obviously, some sources considered basic by some individuals were not used by others. There seemed to be a balance of types of materials used, including books about children's literature, annotated bibliographies, and magazines dealing with children's literature.

Table 33
Availability of Collection of Children's Books for Student Use

Availability	*Total* N: 573	*Basic* 503	*Advanced* 70
Yes	553	485	68
No	20	18	2

For 95 percent (553) of the teachers reporting, a collection of children's books was available for students to use (Table 33). Size of the collections is reported in Table 34. For the total population, about

Table 34
Size of Collection of Children's Books Immediately Available for Student Use

Size of Collection (Books)	*Total* N: 573	*Basic* 503	*Advanced* 70
Less than 500	123	118	5
500-1000	100	93	7
1001-1500	60	56	4
1501-2000	55	47	8
2001-3000	55	46	9
3001-4000	52	42	10
Over 5000	103	79	24
No answer	25	22	3

22 percent (123) had collections of children's books smaller than 500. Fifty percent (283) of the respondents reported that the collection of books immediately available to students was 1,500 books or fewer. Considering the number of students reported to be enrolled in the classes in children's literature, the size of the collections in a large portion of the responses would limit students' opportunities to learn about selection processes though practice of selection in their classes and would limit

Table 35
Source from Which Students Most Frequently Obtain Children's Literature Books

Source	*Total* N: 573	*Basic* 503	*Advanced* 70
College or university library	405	353	50
Public library	216	193	23
Public school library	45	41	4
Laboratory school library	93	81	12
Other source	42	32	10

the number of contacts with children's books by the students in college classes.

More than one response was given by some individuals, possibly indicating that books were available from more than one source rather than in a larger single collection. The place from which students got books most frequently was the college library. However, the public library was listed by a large number of respondents. The selection of books in a public library is reasonably based on criteria somewhat different from those which might influence a collection used for teaching and so the availability of books does not necessarily mean the availability of selected titles. The information in Table 35 does indicate that some teachers of children's literature are teaching the course with no collection of books available on the campus.

Table 36
Location of Children's Book Collection

Location	*Total* N: 573	*Basic* 503	*Advanced* 70
General college library	385	341	44
Curriculum materials center in education	130	110	20
Laboratory school library	89	76	13
Professor's office	40	36	4
Other	67	56	11
	(711)	(619)	(92)

Information in Table 36 concerning the location of the children's book collections shows that most of them were found in libraries where the staff was not likely to include children's librarians. More than one collection was indicated by some of the respondents as shown by the

fact that 711 locations were named by 573 respondents. Although the major collections of children's books were in the college library, the slight attention reported to be given to the reading of research in children's literature in both basic and advanced courses (see Tables 28a and 28b) indicated that the research resources were not available, were not generally known, had not been requested, or had been ignored.

Ratings of the collections depended on the interpretation the respondent made relative to the scale used, as listed in Table 37. In the total population, the collection was considered "Excellent" by 32 percent (173) of the total group. For 60 percent of the teachers of children's literature,

Table 37
Rating of Book Collection for Purpose of Teaching Course

Rating	*Total* N: 573	*Basic* 365	*Advanced* 70
Excellent	173	147	35
Satisfactory	229	204	27
Barely adequate	122	110	12
Inadequate	42	37	5
No answer	8	6	2

their collection of children's books was less than excellent. About 30 percent (164) of the respondents considered the collection "Barely adequate" or "Inadequate." Thirty-seven percent (26) of the teachers of advanced courses considered their collections "Excellent" while 24 percent (17) of that group rated their collection as "Barely adequate" or "Inadequate."

The findings reported in Table 34, "Size of Collection of Children's Books Available to Students," showed that for half the population the number of books available was less than 1,500. This raises a question concerning the standards used for judging adequacy of teaching collections. It is difficult to interpret the ratings of "Excellent" and "Satisfactory" when most institutions had so few books in the collections and the classes in children's literature were as large as Table 19 indicates.

In Table 38 for the content area of "Award books," the book collections were rated "Excellent" by more than half of the respondents in both advanced and basic teaching groups. The content areas for which the collections were "Barely adequate" or "Inadequate" for 30 percent or more of the teachers of the basic course were Biography, Information

books, Poetry, and Reference books. For the teachers of the advanced course, Poetry was the only area of study for which the collection was considered "Barely adequate" or "Inadequate" by as many as 30 percent of the respondents. The responses rating various areas of the book collections were consistent with the general ratings of the collections.

Table 38
Areas of Study for Which Book Collections Were Rated

Areas of Study	Total N: 573			
	Excellent	*Satisfactory*	*Barely adequate*	*Inadequate*
Award books	231	170	68	36
Biography	120	246	139	19
Folk tales, myths, legends	180	240	112	64
Fiction	178	249	99	41
Informational books	116	253	124	71
Picture books	254	272	132	40
Poetry	102	231	154	51
Reference books	130	253	108	40

The most common practice in book selection was joint responsibility of the librarian and the instructor of children's literature, according to Table 39. The number of times an instructor in children's literature alone was responsible must be interpreted in terms of the possibility that the instructor was also the librarian or used mainly his own collection when teaching. In a few instances, books were selected by a person who was not an instructor in children's literature. For 9 percent (50) of the

Table 39
Persons Responsible for Selection of Children's Books for Collection

Persons	*Total* N: 573	*Basic* 503	*Advanced* 70
Instructor in children's literature	152	133	19
Librarian, not instructor in children's literature	50	43	7
Instructor in children's literature and librarian	343	299	44
Other	15	14	1

instructors responding, books were selected without some opportunity for the instructor to participate in some part of the selection.

More than one source of new books for review was indicated by several individuals as shown by the total number of responses (1,192) in Table 40. Library acquisition, Book exhibits, and Individual purchase were the three most frequent sources of new books for review. Library acquisition

Table 40
Major Sources of New Books for Review Purpose

Major Source	*Total* N= 173	*Basic* 103	*Advanced* 70
Individual purchases	180	152	28
Local stores	103	90	13
Review copies from publishers	148	126	22
Book exhibits	233	197	36
Public schools	66	57	9
Library acquisition	397	349	48
Other	65	59	6
	(1192)	(1030)	(162)

(397) as a major source of new books for review purpose indicates that the teacher of children's literature probably does not place the order or, if he does, the books are ordered without being previewed. Review copies from publishers were a source for 25 percent (126) of the basic course instructors and for 31 percent (22) of the advanced course instructors.

Summary

Part I
Description of the Population

Responses to the survey were received from 573 individuals—92 men and 481 women—who responded to the 161 items in the questionnaire related to teaching children's literature in colleges and universities.

The responses were divided about equally between state supported institutions and institutions with private support. A variety of academic structures were represented, but the majority were from universities and four year liberal arts colleges. Children's literature was reported to be taught in more than ten different departments, but most often it was taught in Elementary Education, English, and Library Science in that order. Courses in children's literature were offered in more than one department in many of the institutions, and some faculty members reported they were teaching for more than one department. Teaching of children's literature was reported to be interdepartmental in many institutions.

The children's literature courses were designed mainly for teachers of grades kindergarten through six. However, many responses came from individuals who taught courses designed for librarians, secondary English teachers, and "others." The course was more likely to have a prerequisite than not, but in many instances students could enroll in the course without having fulfilled any prerequisite. Slightly more than half of the population reported that children's literature was taken at some specified time related to the major program or to the professional sequence. The junior year was the time when students were most likely to be enrolled in children's literature classes, but for both basic and advanced courses students were reported to enroll at the sophomore, senior, and graduate levels.

Course offerings in children's literature during a school year varied from being offered in alternate years to being offered six times or more during a year. About three fourths of the responses were from individuals in whose institution children's literature was offered one, two, or three times during a school year. Total annual enrollment in children's literature classes ranged from fewer than 50 students to more than 200 stu-

dents. About 60 percent of the total population reported annual enrollment to be less than 100 students.

Part II
Professional Preparation and Activities

The academic rank of the individuals responding was rather evenly distributed among the ranks of instructor, assistant professor, and associate professor. Variety in both major and minor fields characterized the undergraduate preparation of the respondents although there was strong preparation in the field of English as a major or a minor field of study. About half of the respondents indicated taking a course in children's literature during their baccalaureate program. During graduate study, course work in children's literature had been pursued by many of the individuals, both those teaching the basic courses and those teaching the advanced courses. Among the total population, 91 percent reported to have earned a master's degree, and 26 percent reported to have earned a doctorate. For 73 percent of the respondents, teaching children's literature was less than half of their workload. The courses most often combined with children's literature were those which could be classified as language arts. For 70 percent of the responses, average class size was reported to be between 21 and 40. The majority of the individuals responding to the survey had taught children's literature for eleven years or less.

The three periodicals reported to be read regularly by more than 50 percent of the population were *Saturday Review*, *The Horn Book Magazine*, and *Elementary English*. Periodicals which were reported to be read regularly by some were also reported as never being read by others. Almost all of the respondents reported some access to new trade books for children. Teachers of children's literature reported participating actively in affairs related to their special work. Speaking to parents was the activity reported most frequently.

Publications of some type were reported by about 35 percent of the total population. Responses to the question concerning responsibilities for research led to the conclusion that the majority of college teachers of children's literature in this survey were not assuming research to be their major responsibility. Teachers of children's literature belonged to at least one national professional organization, but the types of organization were characterized by variety. At the same time, some individuals were members of more than one organization. The largest number of

memberships were in the National Council of Teachers of English (255), the International Reading Association (161), and the American Library Association (155).

Part III
Course Content

THE COURSE IN CHILDREN'S literature was described as a separate course by 87 percent of the total population in the survey. The responses to the degree of emphasis which was given to course content topics in children's literature were varied. Some topics considered to be a major consideration by some instructors were given no emphasis by other instructors. The topic "Criteria of good children's literature" was rated with the highest emphasis by both the teachers of the basic course and teachers of the advanced course. For both groups "Children's reading interests and tastes" rated second. The course content topic with the least emphasis for both groups was "Cataloguing." Observation of the findings concerning course content indicates that the basic courses and the advanced courses were generally more alike than different in their emphasis. The five content items given the greatest emphasis in both the basic and advanced courses were Criteria of good literature, Children's reading interests and tastes, Poetry, Illustrations in children's books, and Picture books.

Part IV
Materials and Techniques in Teaching Children's Literature

THIS SURVEY SHOWED THAT a variety of materials and techniques were used by teachers of children's literature. Some teaching techniques used regularly by some instructors were never used by other instructors. The teaching techniques which were used regularly by more than half of the respondents were Specific individual reports, Exams, Assignments in related books, Syllabus available to students, Required reading of certain children's books, and Free reprints.

More than half of the total population reported the minimum number of books read for the course to be between 21 and 60. The total number reporting using a text, either an anthology or other book, was 527, or about 90 percent of the total group. Sources which were considered either "Basic" or "Supplementary" by half or more of the teachers of the basic course were these:

Arbuthnot, Children and Books
Bulletin of the Center for Children's Books
Children's Catalog and Supplements
Eakin, *Good Books for Children*
Elementary English
Hazard, *Books, Children and Men*
The Horn Book Magazine
Huck and Young, *Children's Literature in the Elementary School*
Larrick, *A Teacher's Guide to Children's Books*
Meigs, *A Critical History of Children's Literature*
Movies about books
Movies of individual books
Records of poetry reading
Records of storytelling
Sawyer, *Way of the Storyteller*
Smith, *Fifty Years of Children's Books*
Subject Index to Books for Intermediate Grades
Subject Index to Books for Primary Grades
Subject Index to Poetry for Children and Young People

Use of a variety of sources of information about children's literature characterized the population generally. For 95 percent of the teachers reporting, a collection of children's books was available for students to use. The size of the collection was reported to be less than 1,500 books by half of the respondents. The children's book collection was located, most frequently, in the college or university library, and that was the source from which the students obtained their books most often. The book collections were rated "Excellent" by 32 percent of the total group. About 30 percent of the respondents considered the book collection "Barely adequate" or "inadequate." The most common practice in book selection was for it to be a joint responsibility of the librarian and the teacher of children's literature.

Recommendations

The following recommendations were formulated by the committee conducting this study after reviewing the findings of the survey on the status of teaching children's literature in colleges and universities. In some instances the recommendations are directly related to specific findings. Other recommendations are more general in nature and relate to the total effect of the findings as reported in this study.

1. The collections of books for teaching children's literature should be evaluated and improved. The evaluations should take into account

how instructors and students of children's literature use the collections to become acquainted with the broad range of children's books and to study books of literary quality.

2. Efforts should be made to expand the college collections and to increase the availability of books since the size of the collection of children's books appears to govern the number of books read by students in children's literature courses. The collection should contain a variety of books in each classification or area commonly applied to children's literature and should include children's books of literary quality. Both domestic and foreign magazines on children's literature should be available.

3. Courses in children's literature should be offered at the undergraduate level in all institutions preparing elementary teachers. The English Teacher Preparation Study requires all elementary teachers to know a wide body of children's literature and to be able to analyze literature more perceptively; therefore, courses should be planned to meet these two major objectives.

4. The department of elementary education or the office recommending certification of the elementary school teacher should decide whether the goals and understandings of a particular course taught within the department or in another department will apply toward certification.

5. Courses, institutes, and workshops should be developed for teachers of children's literature who do not have adequate preparation in literature. The emphasis of such courses should be on the literary quality of specific children's books. Some attention should also be given to an increased understanding of the wide variety of books for children.

6. Specialists in the field of children's literature should be encouraged to consider what constitutes research in children's literature and to make contributions to the scholarly study of children's literature. They should explore and share knowledge on the individual's response to literature, on research in the teaching of children's literature, and on experimentation with children's literature in the classroom.

7. The teacher of children's literature should have access to critical reviews of new trade books. These evaluative reviews should be prepared

by individuals qualified to give a critical, literary evaluation both of the work and of its contribution to the field of children's literature.

8. Opportunities should be increased for teachers of children's literature to examine new trade books. At the present time, teachers of children's literature have limited access to new children's trade books, yet many teachers of children's literature are required to order, or to assist in ordering, new books for collections.

9. The teacher of children's literature should be encouraged to belong to a professional organization which considers children's literature one of its principal concerns.

Appendix A

Preliminary Questionnaire to Identify Instructors in Children's Literature in Colleges and Universities

COMMITTEE ON TEACHING CHILDREN'S LITERATURE IN COLLEGES AND UNIVERSITIES

This survey is the beginning phase of a nationwide study of the status of the teaching of children's literature in colleges and universities. The widespread use of this literature in schools suggests a need to understand the various approaches used to teach it. In answering this questionnaire, you will be contributing to knowledge about the area of college teaching in which you work.

If you know that other colleges or departments in your institution offer courses in children's literature, and so should be answering these questions too, will you please help us by including the information from them on this one form? If you prefer to do so, you may make a copy of this in order to make our findings complete.

Thank you for your assistance in this effort.

ELLIOTT D. LANDAU, Chairman

1. Does your institution offer a course in children's literature?
   Yes_____ No_____

2. Where is the course (s) taught?
   _____ undergraduate
   _____ lower division
   _____ upper division
   _____ graduate
   _____ English Department
   _____ Education Department
   _____ Library School
   _____ Other
   _____ Campus
   _____ Extension
   _____ Summer School

3. How many credits does the course carry?
   _____ undergraduate quarter hours
   _____ undergraduate semester hours
   _____ graduate quarter hours
   _____ graduate semester hours

RETURN TO: National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820

4. To whom is the course taught?

	Major	*Required*
Elementary Education		____ yes ____ no
Library Science		____ yes ____ no
Others (please list below)		
_____		____ yes ____ no
_____		____ yes ____ no
_____		____ yes ____ no

5. Names of persons teaching children's literature at your institution.

Name	*Department Address*
_____	_____
_____	_____
_____	_____
_____	_____

_____
Name

_____
Institution

_____
City Zone

_____
State

_____
Date

national council of teachers of english

MEMORANDUM TO: Teachers of Courses on Children's Literature

FROM: Elliott D. Landau, Chairman and Norine Odland, Associate Chairman, Committee on Teaching Children's Literature in Colleges and Universities

The National Council of Teachers of English is continuing its study of the teaching of children's literature in colleges and universities by seeking specific information from persons teaching these courses. Since a previous questionnaire identified you as a person teaching this subject, your help is urgently needed at this time. Your answers to the enclosed questionnaire will assist us in preparing a status report on the teaching of children's literature.

It is important that all persons teaching children's literature complete this questionnaire and return it to us. If you were erroneously sent this questionnaire, will you please see that it gets to the right person on your campus. Additional questionnaires are available from NCTE for any persons not on our mailing list.

Please return only the answer sheet in the enclosed envelope not later than December 31. Responses to this questionnaire returned after January 10, will not be included in the final tabulation.

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Appendix B

Questionnaire to Report the State of Teaching Children's Literature in Colleges and Universities

THE COMMITTEE TO STUDY THE TEACHING OF CHILDREN'S LITERATURE IN UNIVERSITIES AND COLLEGES OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

This questionnaire is a follow-up to an earlier one which tried to determine where courses in children's literature were being taught, in which department they are being taught, and by whom. You are now being asked to complete this final form. Results of this study will be published in *Elementary English* and other appropriate journals. Our objective is to be able to describe the "state of the profession."

In order to facilitate data processing, please circle on the answer sheet the number corresponding to the appropriate response below:

1. I teach only the basic course in children's literature.
2. I teach only the advanced course in children's literature.
3. I teach both courses.

If you teach the advanced course please respond to the questions in terms of this advanced course. Otherwise, please respond to this questionnaire with reference to the basic course.

INSTRUCTIONS

Please use the answer sheet for all responses and *RETURN ONLY THE ANSWER SHEET* in the enclosed envelope to NCTE. Circle ONE (1) answer for each question unless otherwise instructed. Comments may be written on the answer sheets.

GENERAL INFORMATION

1. The principal support of the institution in which you are now teaching:
   1. Private (independent)
   2. State supported
   3. Parochial or church related
   4. City college

2. The type of academic structure of the institution in which you are teaching:
   1. University
   2. 4 year liberal arts college
   3. Teachers college
   4. Junior college
   5. Music academy
   6. Seminary
   7. Other (please indicate)

3. The department or branch of the institution in which or for which you teach the children's literature course(s):
   1. Education (elementary)
   2. Education (secondary)
   3. Child Development
   4. Child Study
   5. Recreation
   6. Library Science
   7. Library
   8. English
   9. Dramatic Arts
   10. Speech
   11. Extension
   12. Others (please list)

4. Children's literature is offered in the following departments of the institution in which I teach:
   1. Education (elementary)
   2. Education (secondary)
   3. Child Development
   4. Child Study
   5. Recreation
   6. Library Science
   7. Library
   8. English
   9. Dramatic Arts
   10. Speech
   11. Extension
   12. Others (please list)

5. The course I teach in children's literature is basically designed for the preparation of:
   1. Teachers, nursery-K-3
   2. Teachers, grade 4-6
   3. Teachers, K-6
   4. Librarians
   5. English teachers in secondary schools
   6. Other

6. For the course in children's literature offered by my department or college:
   1. There are no prerequisites
   2. There are prerequisites

7. The course in children's literature offered by my department or college is taken:
   1. Only during the professional course sequence
   2. Only when the student is accepted into the major program
   3. No time specified

8. Students usually enroll in the course in children's literature:
   1. During freshman year
   2. During sophomore year
   3. During junior year
   4. During senior year
   5. Graduate study
   6. At any time
   7. Other

9. Courses are offered in children's literature during a typical school year:
   1. Never
   2. Alternating years
   3. 1 time
   4. 2 times
   5. 3 times
   6. 4 times
   7. 5 times
   8. 6 or more times

10. The average number of *sections* of children's literature offered in one academic year:
    1. None
    2. 1
    3. 2-3
    4. 4-5
    5. 6 or more

11. The number of students in all classes who are enrolled in children's literature in your department during one year:
    1. 0-49
    2. 50-99
    3. 100-149
    4. 150-199
    5. 200 or more

PROFESSIONAL PREPARATION AND ACTIVITIES

12. My present status or academic rank is:
    1. Graduate student
    2. Lecturer
    3. Instructor
    4. Assistant Professor
    5. Associate Professor
    6. Professor
    7. Professor Emeritus
    8. Other

13. For the bachelor's degree, my academic major was: (circle more than one if appropriate)
    1. English
    2. Speech
    3. Library science
    4. Drama
    5. History
    6. Social sciences
    7. Foreign language
    8. Biological science
    9. Education (elementary)
    10. Education (secondary)
    11. Physical science
    12. English education
    13. Other

14. For the bachelor's degree, my academic minor(s) was(were): (circle more than one if appropriate)
    1. English
    2. Speech
    3. Library Science
    4. Drama
    5. History
    6. Social Sciences
    7. Foreign Language
    8. Biological Science
    9. Education (elementary)
    10. Education (secondary)
    11. Physical Science
    12. English Education
    13. Other

15. Referring to the bachelor's degree, the extent of my preparation in literature (exclusive of children's literature), English language, and composition was:
    1. 2 or fewer semester hours
    2. 3-6 semester hours
    3. 7-12 semester hours
    4. 13-18 semester hours
    5. 19-24 semester hours
    6. 25 or more semester hours

16. During course work for my baccalaureate degree, my work in children's literature included:
    1. No course
    2. One course
    3. Two or more courses
    4. Some work but only as part of another course

WITH RESPECT TO ACADEMIC WORK BEYOND THE BACCALAUREATE DEGREE, ANSWER EACH OF THE FOLLOWING BY CIRCLING ON THE ANSWER SHEET (1.) FOR THOSE WHICH APPLY TO YOU; BY CIRCLING (2.) FOR THOSE WHICH DO NOT APPLY TO YOU:

17. I have done no work beyond the baccalaureate degree.
18. I have done some work, but less than a master's degree.
19. I have earned a master's degree.
20. For the master's degree, I did not have to write a thesis.
21. For the master's degree, I wrote a thesis, but in a field unrelated to children's literature.
22. For the master's degree, I wrote a thesis related to children's literature. (if so, please give the title of the thesis in the blank provided on the answer sheet)
23. I have done some work beyond the master's but less than a doctorate.

24. I have earned a doctorate degree.
25. My dissertation was not related to children's literature.
26. My dissertation was related, but only in part, to children's literature.
27. My dissertation was focused on children's literature. (give title on answer sheet)
28. During my graduate work I took no courses in children's literature.
29. During my graduate work I took work in children's literature, but only as part of an integrated course.
30. During my graduate work I took only one course in children's literature.
31. During my graduate work I took two or more courses in children's literature.
32. The course work taken in the graduate program was a part of the master's program only.
33. The course work taken in the graduate program was a part of the doctoral program only.
34. The course work in children's literature was a part of both the master's and the doctoral program.
35. The fraction of my normal teaching load represented by children's literature is:
    1. 100%
    2. About 80% of my teaching load
    3. About 60% of my teaching load
    4. About 40% of my teaching load
    5. About 20% of my teaching load
36. If you do not teach children's literature exclusively, indicate other courses you teach *regularly*:
    1. None
    2. Reading methods
    3. Language arts methods
    4. Composition
    5. Introduction to education
    6. Library methods and materials
    7. Language development
    8. Literature
    9. Speech
    10. Other
37. Average class size for children's literature classes I teach:
    1. less than 20
    2. 21-40
    3. 41-60
    4. more than 60

38. I have taught children's literature for:
    1. 0-3 years
    2. 4-7 years
    3. 8-11 years
    4. 12-15 years
    5. 16-19 years
    6. 20 years or more

WITH REGARD TO PERIODICAL READING RELATED TO THE FIELD OF CHILDREN'S LITERATURE, INDICATE THE DEGREE TO WHICH YOU READ THE FOLLOWING:

1. Never
2. Occasionally
3. Regularly

39. *The Horn Book*
40. *Top of the News*
41. *Elementary English*
42. *Bulletin of the Center for Children's Books*
43. *Saturday Review*
44. *Childhood Education*
45. *ALA Bulletin*
46. *Publishers' Weekly*
47. *Library Journal*
48. *Wilson Library Bulletin*
49. *School Library Journal*
50. Other periodicals regularly read related to children's literature, please indicate:
51. I have access to new trade books for children through:
    1. No access
    2. College or public library
    3. College or departmental budget
    4. State department of education
    5. Traveling exhibits
    6. Direct mailing from publishers
    7. Other
52. I participate or have participated in activities specifically related to children's literature by: (circle more than one if appropriate)
    1. Speaking to parent groups

2. Consultant to publisher of material specifically related to literature for children
3. Consultant to a library
4. Radio or TV presentations
5. Consultant to a public school system
6. Consultant to a state department of education
7. Reviewer of children's books for either a newspaper, magazine or publisher
8. Resource person for professional conferences
9. Responsibility for special programs and conferences, e.g., Book Week, literature conferences
10. Others

53. I am writing or have published a: (circle more than one if appropriate)
    1. Story for children
    2. Study guide in children's literature
    3. Critical essay in children's literature
    4. Children's book
    5. Text about children's literature
    6. None of these
    7. Other

54. I have written articles related to children's literature for: (circle more than one if appropriate)
    1. *Saturday Review*
    2. *Elementary English*
    3. *Childhood Education*
    4. *Horn Book*
    5. *Top of the News*
    6. *Library Journal*
    7. A children's magazine
    8. Church related magazine
    9. None of these
    10. Other (please list:)

55. Please indicate the nature of your responsibilities for research in children's literature:
    1. Directing graduate study
    2. Personal commitments for research
    3. Affiliation with research centers
    4. None of the above
    5. Other

56. Please indicate national professional organization(s) in which you hold memberships:
    1. American Library Association

2. Association for Childhood Education International
3. Association for Supervision and Curriculum Development
4. International Reading Association
5. National Council of Teachers of English
6. None of the above
7. Others

COURSE CONTENT

57. The course in children's literature is taught:
    1. As a separate course
    2. Integrated course with language arts
    3. Integrated course with reading
    4. Integrated course with child development
    5. Integrated course with library science
    6. Integrated course with dramatics
    7. Integrated course with elementary curriculum
    8. Other

58. The approximate percentage of total class time devoted to children's literature:
    1. 100%
    2. 75% - 95%
    3. 51% - 74%
    4. 25% - 50%
    5. 0% - 24%

THE FOLLOWING ITEMS REFER TO THE COURSE CONTENT IN CHILDREN'S LITERATURE WHETHER THE COURSE IS A PART OF AN INTEGRATED COURSE OR A SEPARATE COURSE. USE THE FOLLOWING CODE FOR MARKING YOUR RESPONSES ON THE ANSWER SHEET:

1. Not considered in the course
2. Given slight emphasis compared with other course content
3. Given moderate emphasis compared with other course content
4. Given much emphasis compared with other course content
5. Major consideration of the course

59. Animal stories

60. Audiovisual materials—tapes, records, TV, etc.

61. Ballads

62. Bibliotherapy
63. Biographical fiction
64. Books for preschool children
65. Books written in other countries
66. Cataloguing
67. Censorship
68. Child development related to selection, use of children's books
69. Children's book awards and prizes
70. Children's literature and the related arts
71. Children's magazines
72. Children's reading interests and tastes
73. Choral speaking
74. Classics in children's literature
75. Creative dramatics
76. Criteria of good literature
77. Fantasy
78. Folk tales and fairy tales
79. Function of the librarian in a school or public library
80. Historical fiction
81. History of children's literature
82. How a book is made
83. Illustration of children's books
84. Information books
85. Literary criticism
86. Mysteries
87. Myths, legends
88. Picture books
89. Place of children's literature in the reading program
90. Poetry
91. Realism in fiction
92. Reference books for children (encyclopedias, dictionaries)
93. Research in children's literature
94. Reviews of children's books

95. Sources of information about children's books (e.g., reference books or lists)
96. Storytelling
97. Taboo topics in children's literature
98. Techniques of oral reading

MATERIALS AND TECHNIQUES IN TEACHING CHILDREN'S LITERATURE

99. The general method you employ in teaching children's literature is:
    1. Lecture
    2. Discussion
    3. Lecture and discussion
    4. Lecture, discussion, and laboratory

INDICATE THE EXTENT TO WHICH YOU EMPLOY THE FOLLOWING TEACHING TECHNIQUES BY USING THE CODE:

1. Never
2. Occasionally
3. Regularly

100. Assign specific individual reports (e.g. Newbery books, illustrators, reference books)
101. Small group reports on various topics
102. Dramatization of suitable materials in children's literature by either groups or individual students
103. Individual student demonstration of storytelling techniques
104. Term paper required
105. Students are given quizzes
106. Students are given exams
107. Authors and illustrators are guest in class
108. Assign annotated bibliography
109. Use available free exhibits of children's books
110. Visit classrooms or libraries to see children using books
111. Demonstrations with elementary school children using books
112. Instructor reads to class from certain material in children's literature
113. Discuss materials from periodicals dealing with children's literature
114. Assignments in books related to children's literature
115. Syllabus available to students

116. Require all students to read certain selected children's books
117. Use reprints available free to teachers of children's literature
118. The minimum number of children's books to be read for the course:
    1. 0
    2. 1-20
    3. 21-40
    4. 41-60
    5. 61-80
    6. more than 80
119. Use made of an anthology of children's literature:
    1. None
    2. Occasional assignment
    3. Required text
120. Use made of book about children's literature other than an anthology:
    1. None
    2. Occasional assignment
    3. Required as text

    Please list title of text used most often in the last five years:

OF THE FOLLOWING SOURCES OF INFORMATION ABOUT CHILDREN'S LITERATURE, INDICATE HOW THE SOURCE IS USED IN THE CLASS YOU TEACH BY USING THE FOLLOWING CODE:

1. Not used
2. Supplementary source
3. Basic source

121. Arbuthnot, *Children and Books*
122. Brewton, *Index to Poetry*
123. *Bulletin of the Center for Children's Books*
124. *Children's Catalog* and Supplements
125. Eakin, *Good Books for Children*
126. Eastman, *Index to Fairy Tales, Myths and Legends*
127. *Elementary English* (magazine)
128. Hazard, *Books, Children and Men*
129. *Horn Book* (magazine)
130. Huck and Young, *Children's Literature in the Elementary School*
131. Larrick, *A Teacher's Guide to Children's Books*
132. Meigs, *A Critical History of Children's Literature*

133. Miller, *Realms of Gold in Children's Books*
134. Movies about books
135. Movies of individual books
136. Records of poetry reading
137. Records of storytelling
138. Sawyer, *Way of the Storyteller*
139. Sayers, *Summoned by Books*
140. Smith, *Fifty Years of Children's Books*
141. *Subject Index to Books for Intermediate Grades*
142. *Subject Index to Books for Primary Grades*
143. *Subject Index to Poetry for Children and Young People*
144. Tapes of book reviews
145. Viguers, *Margin for Surprise*

Others _____

146. A collection of children's books is available to students:
    1. Yes
    2. No
147. The number of volumes in the collection of children's books immediately available to student is:
    1. Less than 500
    2. 501-1000
    3. 1001-1500
    4. 1501-2000
    5. 2001-3000
    6. 3001-5000
    7. over 5000
148. Students most frequently obtain children's books from:
    1. College or university library
    2. Public library
    3. Public school library
    4. Laboratory school library
    5. Other
149. The collection of children's books is housed in:
    1. General college or university library
    2. Curriculum materials center in education
    3. Laboratory school library
    4. Professor's office
    5. Other
150. For purposes of teaching the course in children's literature, the collection of children's books is:
    1. Excellent
    2. Satisfactory
    3. Barely adequate
    4. Inadequate

CONSIDERING THE NUMBER OF STUDENTS USING THE MATERIALS, INDICATE THE ADEQUACY OF THE COLLECTION IN EACH OF THE FOLLOWING AREAS BY USING THE CODE:

1. Excellent
2. Satisfactory
3. Barely adequate
4. Inadequate

151. Award books
152. Biography
153. Fiction
154. Folk tales, myths, legends
155. Informational books
156. Picture books
157. Poetry
158. Reference books
159. Other
160. Selections for the children's book collection are made by:
    1. Instructor in children's literature
    2. Librarian, not an instructor in children's literature
    3. Instructor in children's literature and librarian
    4. Other
161. The major source(s) of new books for your review are: (circle more than one if appropriate)
    1. Individual purchase
    2. Local stores
    3. Review copies from publisher
    4. Book exhibits
    5. Public schools
    6. Library acquisition
    7. Other

If you wrote a doctoral dissertation, please give title and bibliographical information. Indicate abstract or any articles based upon this study. Please include bibliographical information.